

In fact, there were many people use more than one language in their communication in order to get success in communication. Moreover, Indonesia has diversity so that there are many languages and society with different culture which are produced by Indonesia people. This is very common thing if people switch their mother language with another language even when people are learning english. English becomes the most popular foreign language in Indonesia. The effect of globalization pushed Indonesian people to learn and speak English as well as they can. Thereby, people used Indonesian language as their national language and foreign language like English.

At present, English as a foreign language is very important subject and become a compulsory subject especially in language class. According to Troike (2006) that English in school is a very important subject for improving english communication skills. This explains that English lessons must be understood by students so that students should have english communication skills. English lesson is expected that students are able to master english both written and spoken. Students language class especially are expected to be able to improve english language skills because language class or language major has three kinds of english lesson in a week. This class or major different from science and social class which has one kind of english lesson. That is why, english class is held in order to prepare students master a foreign language, one of them is english. It is one way to more focusin english teaching learningfor making students understand well about english.

In this case especially in language class. Most of second grade language class students used Indonesia and English during english learning in the classroom. Sometimes, students also used java language, their origin language during english discussion. The students often to switched English and Indonesia when teacher interacted with them in english. In fact, students in language class are not supposed to speak in Indonesia during english lesson because they get a lot of English lessons including compulsory English, specialization English and English literature. From various types of English subjects are expected that students have mastered English because they have more time to practice their english with friends and teachers. This relates with the aim of learning English that students should have English ability.

Hancock (1997) claims if promote communicative competence, learners must get practice in communicative exchanges in the classroom. Thus, teachers must be able speak english in order to give more exercises in the classroom for improving English communication competence. That way, students will be motivated to speak English during English lesson.

Based on the researcher experienced in the second grade language class. In the beginning, the teacher explained and give questions in english language while the student switched English, Javanese and Indonesia to answer and make clear explanation, pair work and discussion with their classmates.

The students often combined Indonesia language to convey their ideas and feeling. It often happens when the teacher gives several questions about the material in english but the students answer in two languages; indonesia and

english language. The second language students actually must avoid to switch Indonesia or java language during english lesson. It will also affect their examination because examination require them to answer in english. Not only affecting their examination but also students who do code switching are claimed that they are actually not competent in English, even they are from language class.

On the other hand, according to Butzkamm (1998) that someone who do code switching and code mixing indicates the speakers ability acquire a high level of proficient in two languages. It is also emphasized by Auer (1996) that speakers who use code switching and code mixing show a higher level of linguistic competence since it needs processing of the rules of both languages. Of course this is big problem if second language students tend code switching in english lesson. The students will answer easily and communication will run well but code switching also may make students lost their enthusiasm for learning and practicing fluency in English language because they often speak in Indonesia.

The process of students switched the languages in english teaching learning at second language class became a big attention. The researcher analyzed the kind of code switching used by students of second language class because the researcher wanted to identify kinds of each utterances. The researcher also analyzed the reason of code switching used by students of second language class deeply. The researcher wanted to know the base of students of language class did code switching in english lesson. Hence, the researcher wanted to make sure whether code switching was best strategy in english learning through their reason.

Thus, the researcher hoped that code switching could affect students for mastering english.

There have been some similar study that construct this research. It argued that code switching research was important from others researchers. The first was The Students' Use of Code Switching as a Strategy to Better Communicate In EFL Classroom by Siham Zidouni (2016). She investigated the students' use of code switching as strategy to better communicate in EFL classroom. She argued that it was an attempt to show the importance of code switching as a communicative and learning strategy to develop EFL. In her research obtained that the participants switch to other languages in EFL classroom, and that code switching is used by learners in different situations and subjects to clarify ideas and make them understood. According her obtained data through interview that code switching classroom interaction as its aid to gain confidence and motivation to take part in meaningful speech without being afraid from language barriers and vocabulary gaps. The differences of this research was in attempt to analyze. Siham Zidouni explained that code switching was better strategy in EFL while, this research trying to prove whether code switching was better. This research investigated the reasons of code switching usage.

Second was an undergraduate thesis written by Paramitha Rara Anggraita (2012) entitled Analysis of Code-Switching used by Students Lived in a Boarding House on "Jalan Airlangga Tengah nomor 7". She found the informants might use Javanese to feel solidarity. They might use Indonesian to include other participant or to make their conversation in general because not all of the participants could

understand a certain code. There was a difference with this research. Paramitha concerned boarding house context, it means the communication happened only in boarding house which has taken two participants as object of her research while this study focused in English teaching that involve students of language class. The similar study discussed code switching.

Third was written by Japhet Johanes (2017) entitled *The Influence Of Code-Switching And Code-Mixing On Learning English Language In Secondary Schools: The Case Of Rombo District*. He found that Code-Switching and Code-Mixing influence student's failure to learn English language, creates lack of confidence in speaking, limit students practice in speaking English language, retarded the ability of students to master English language and fail to understand and master English language. Japhet only analyzed the reasons of code switching and code mixing used in secondary schools in Rombo District while this research analyzed the kinds of code switching and the reasons of code switching in English learning.

Fourth was written by Jelena Brezjanovic-Shogren (2002) entitled *Analysis Of Code-Switching Among Bilingual Children: Two Case Studies Of Serbian-English Language Interaction*. She found that The main factors considered to influence these differences were the subjects' age and the order of language acquisition and the immediate environment conversational needs. Results seem to be closely related to whether "we code"/"they code" was affecting code choice in order to establish solidarity with the interlocutor. Jelena's study analyzed two

childrens who have difference age in their habitual life while this research concerned the same grade in the classroom.

Hence, the researcher also expected that discussing code switching can provide an understanding in English education whether it could be a strategy to improve foreign language. This all the reason which interested in carrying out a study. The writer focused on Analysing Code Switching Used By Students at Second Grade Language Class of Senior High School In English Learning.

1.2 RESEARCH PROBLEMS

To analyze code switching was used by students at second grade language class of senior high school in english learning. The researcher formulated two problems :

- 1.2.1 What types of code switching are used by students at second grade language class of senior high school in English learning?
- 1.2.2 Why code switching is used by students at second grade language class of senior high school in English learning?

1.3 OBJECTIVE OF THE RESEARCH

The researcher had an objectives of the research to answer the problems that analyzed in this research. They were:

- 1.3.1 To find out the types of code switching are used by students at second grade language class of senior high school in English learning.

1.3.2 To explain the reasons of code switching are used by students at second grade language class of senior high school in English learning.

1.4 SIGNIFICANCE OF THE RESEARCH

The benefits that can be gained from this research were both theoretical and practical benefits. The theoretical benefits; this research was expected to give contribution to English education, especially related to the theories of references that deal with the use of Hoffman's theory of code switching in English teaching learning process and other the researcher who are interested in the field of sociolinguistics.

The practical benefits of this research were teachers, students, and the next researchers. Through this research, the students and teachers may understand the impact of code switching in english teaching learning process. Practically, students and teachers could realize whether they should do code switching to increase their english proficiency in learning process. Then, for future researchers, this research could be a reference to make a better research related to code switching usage.

1.5 SCOPE AND LIMITATION OF THE RESEARCH

The research investigated students' code switching from javanese to Indonesia or English or the other languages found in English learning of secondary school at second grade of language class in SMA Muhammadiyah 3 Sidoarjo 2018 academic year. It has 30 students. The researcher took one

language class as the object of this research because language class has three english lessons in a week than other majors likes science and social. This research provided types and the reasons of code switching used by students of language class.

1.6 OPERATIONAL DEFINITION OF TERMS

The title of this research was analysing code switching used by students at second grade language class of senior high school in English Learning Process. In understanding the topic of this research easily. The researcher presented the definition of key terms, they were:

1.6.1 Analysis : is the process of examining, explanation or description something carefully and it is about how to explain something in detail literary work element.

1.6.2 Code switching: is the language variety in communication when speaker use two or more languages in conversation between speakers' turns and mix or within a single speaker's mix.

1.6.3 Language Class : is a general majors in secondary school or senior high school that study of various languages and cultures.

1.6.4 Teaching Learning Process : is teaching and learning activities that involve teacher, students and certain subject where the interaction and relationship between teachers and students to improve students' abilities and understanding.

1.7 ORGANIZATION OF THE RESEARCH

The organization of this research was given in order to understand the content of this research as follow:

The first chapter is introduction. This chapter deals with the describes background of the research, research problems, objectives of the research, significance of the research, the scope and limitation of the research, operational definition of terms. Lastly, organisation of the research.

Second chapter is underlying theory presented in review of the related literature. This chapter gives the explanation about the theory code switching and topics related, definition of code switching, bilingualism and multilingualism, code, types and reasons of code switching and classroom discourse.

Third chapter is research methodology. This chapter consist of research design, subject of the research, data sources, research instrument, data collection and data analysis code switching used by students of second language class.

Fourth chapter is finding and discussion. This included research finding and discussion of the data that had discussed about types of code switching and reasons of code switching are used by second language class students.

Fifth chapter is conclusion and suggestion. This presented summary of the findings and recommendation for further research. Hence, this research could be useful to the next researcher.